

School Climate Influencing Job Satisfaction of Teachers in Private Primary Schools in Chanmyathazi Township, Mandalay, Myanmar

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Received: June 7, 2024. Revised: June 28, 2023. Accepted: June 28, 2024.

Abstract

Abstract: This study aims to identify the influence of the school climate on teachers' job satisfaction in private primary schools in Chanmyathazi township, Mandalay, Myanmar. The research objectives were to determine the school climate (condition of facilities, academic climate, colleague support and principal leadership), to examine the teachers' job satisfaction and to identify the influence of the school climate on teachers' job satisfaction. The research employs a quantitative research approach to achieve its objectives. To collect data for the study, 45 participants who were both full-time and part-time teachers from the selected schools in the research. The research instrument was questionnaire consists of two parts. Part I is the school climate components - condition of facilities (9 items), academic climate (5 items), colleague support (7 items), principal leadership (9 items) and teachers' job satisfaction (6 items). The Multiple Linear Regression was applied for data analysis. The result revealed that there was an influence between school climate and teachers' job satisfaction with the p value of $<.001$ and R-squared was .567 or 56.7%. The academic climate was the most influential component towards teachers' job satisfaction with the Beta value of .704 or 70.4% at $p<.001$. The study would recommend the private primary schools to analyze upon the perspectives that enhance school climate to ensure teachers' job satisfaction. The results could also lead to further research to further investigate the influence of the school climate of teachers job satisfaction in other region in Myanmar.

Keywords: School Climate, Condition of Facilities, Academic Climate, Colleague Support, Principal Leadership, Teachers' Job Satisfaction, Private Primary Schools

1. Introduction

1.1 Background of the Study

National School Climate Council (NSCC, 2007) defines school climate as "norms, values, and expectations that support people feeling socially, emotionally and physically safe". Although there is no universally agreed definition upon a set of core domains or features, the National School Climate Center identifies five elements of school climate: (1) safety; (2) teaching and learning; (3) interpersonal relationship; (4) institutional environment; (5) staff relationships. A positive school climate is beneficial for

teachers and education support professionals (Bradshaw et al., 2010). The research shows that when educators feel supported by their colleagues and administration, they report higher level of commitment and more collegiality (Singh & Billingsley, 1998). In addition, school climate efforts also have the potential of increasing job satisfaction and retention of teachers (Boe et al., 2008).

School climate has also been described by Treputtharat and Tayiam (2014) as a feeling of work practice towards visible characteristics of organization. The authors mentioned that it would have an influence on determining the work practitioners' behavior and attitude. The school climate was important to cause one's job satisfaction as well as affect working efficiency. Therefore, the teachers' work

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satisfaction was an integral indicator leading to effectiveness in school. In their study, overall the school climate affecting job satisfaction of teachers of primary education in Khon Kean, Thailand was at a “high” level. They have conducted 6 aspects of the organizational climate affecting the job satisfaction of teachers which were 1) performance standard, 2) responsibility, 3) unity, 4) reward, 5) success and 6) leadership.

In Myanmar, Linn and Vinitwatanakhun (2018) have analyzed the teachers’ job satisfaction level at No.1 Basic Education Middle School in Yangon, Myanmar which was moderate in nine areas such as supervision, colleagues, working conditions, pay, responsibility, work itself, advancement, job security and recognition. Furthermore, teachers’ perception towards the principal's leadership style was moderate in their research.

In the area of education, job satisfaction of teachers is essential for the quality of teaching and high standards of academic performance (Sahito & Vaisanen, 2019). In their exploration of the factors affecting job satisfaction of teachers and teacher educators in most of the developing countries of the world, most of the factors of job satisfaction of teachers were found to be similar such as demographic and socio-economic factors, promotional opportunities, fair remuneration, good working environment, community support, colleagues and friendships. In contrast, management and administration, mistrust, non-transparent system, work life imbalance, ineffective teaching learning environment and unavailability of resources were found the main factors of job dissatisfaction.

In the educational sector, understanding teachers’ perceptions and beliefs is vital because the teachers, who are heavily involved in various teaching and learning processes, are practitioners of educational principles and theories (Basak & Ghosh, 2011). They concluded that teacher perception of a positive school climate is related to greater levels of teachers’ contentment with their job (Basak & Ghosh, 2011).

Sharma and Jyoti (2006) stated the importance of teachers’ job satisfaction. Highly satisfied teachers are less likely to change schools or to leave the teaching profession altogether than those who are dissatisfied with many aspects of their work life. These actions disrupt the school environment and result in the shift of valuable educational resources away from actual instruction towards costly staff replacement efforts.

Similarly, Toropova et al. (2021) mentioned teacher job satisfaction as it has many important and far-reaching implications. First, it contributes to teacher well-being as satisfied teachers are less susceptible to stress and burnout (Kyriacou & Sutcliffe, 1977; Skaalvik & Skaalvik, 2011). Increasing teacher turnover rates and a subsequent shortage of qualified teachers is a growing concern internationally

(Toropova et al., 2021).

In a developing country like Myanmar, it is crucial for the principal to understand the importance of teachers’ job satisfaction. As Myanmar has become an emerging country, teachers are playing a key role in education reform in Myanmar and it is essential to understand their requisites as well as their job satisfaction.

1.2 Statement of the Problem

Kayastha and Kayastha (2012) stated the job satisfaction as “a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences” has been a topic of interest for both vocational and organizational psychology. Additionally, why teachers’ job satisfaction is crucial is pointed out by Skaalvik & Skaalvik (2011) that it has been found to be an important predictor of a person's decision to leave the teaching profession. In their analysis, motivation to leave the teaching profession was negatively related to job satisfaction and positively related to emotional exhaustion.

Furthermore, Khun-inkeeree et al. (2021) stated that the organizational culture of schools where teachers and staff do not respect their work environments are closely related to school teachers' unhappiness, which leads to the school's lack of vision and purpose. Job satisfaction is also related to negative effects such as burnout (Skaalvik & Skaalvik, 2009) and job stress (Klassen et al., 2010). Job satisfaction was negatively related to two dimensions of teacher burnout (emotional exhaustion and reduced personal accomplishment) and most strongly to emotional exhaustion.

Lots of researchers in Myanmar have conducted teachers' attitudes towards the school climate of private schools. Awar and Watana (2020) has studied the level of teachers’ perception towards school climate at Myint Mo Education Foundation in Myanmar and the result was that among the six elements of the school climate, the high support of principals and high collegiality of teachers showed as the highest level which defined the principals focus on constructivism and shared understanding to teachers for a positive school climate.

Regarding the study of school climate of private schools in Myanmar, Lwin and Ye (2021) have carried out the research on teachers’ perception towards school climate and the professional learning community at a private boarding school. The result showed that teachers’ perception of school climate and professional learning community were high and the school climate was measured by three types of principal behavior and three types of teacher behavior. On reviewing the job satisfaction of teachers in private schools in Myanmar, Aung (2021) has carried out the influence of work motivation factors on teachers’ job satisfaction and performance in private high schools in

Myanmar. The main aim behind his study is that there are low productivity and high labor turnover in Myanmar which are practically yearly in phenomenon. The inspirational factors, such as salary, recognition, and training, positively and significantly influence both the private school teachers' job performance and job satisfaction. Similarly, Lay (2020) has conducted research on the relationship between teachers' job performance and job satisfaction of Government Basic Education High Schools in Monywa, Myanmar. The results showed that the teachers were highly satisfied with five facets of job satisfaction, namely, "Supervision", "Operating Conditions", "Co-workers", "Nature of Work" and "Communication", but they were moderately satisfied with four facets of job satisfaction including "Pay", "Promotion", "Fringe Benefits" and "Contingent Rewards". However, the level of job satisfaction in all selected high schools falls under the moderate satisfaction level.

In Myanmar, the nature of teachers and staff were not retained in educational departments, even public, private and community based schools. They always moved from one school to another after one or two years. Critically, the issues might not happen without acceptable purposes and reasons. The individual might have various explanations why they did not want to work in the same place anymore (Awar & Watana, 2020).

Therefore, the schools have to realize the situation of school climate affecting teachers' work satisfaction and obtain information about school administration and management which in turn improves the quality of the school as well as its output. Strong work environments enable teachers to perform to their potential. Teachers are most effective in environments characterized by trust, respect, and a collective commitment to upholding school values and expectations. Hence this study will focus on 1) condition of facilities, 2) academic climate, 3) colleague support, and 4) principal leadership as the characteristics of school climate and their influence on the teachers' job satisfaction in private primary schools in Chanmyathazi, Mandalay, Myanmar.

1.3 Research Questions

1. What are the attitudes of the teachers of private primary schools in Chanmyathazi Township, Mandalay, Myanmar towards job satisfaction?

2. To what extent does the school climate (condition of facilities, academic climate, colleague support and principal leadership) influence teachers' job satisfaction?

1.4 Research Objectives

1. To determine the school climate (condition of facilities, academic climate, colleague support and principal leadership) of the private primary schools in Chanmyathazi township, Mandalay, Myanmar

2. To examine the teachers' job satisfaction in the private primary schools in Chanmyathazi township, Mandalay, Myanmar

3. To identify the influence of the school climate on teachers' job satisfaction in the private primary schools in Chanmyathazi township, Mandalay, Myanmar

1.5 Significance of the Research

In Myanmar, both private and public schools have encountered varieties of challenges including weakness in retention of skillful and qualified teachers who are the core workers of the school. Relating to this, job satisfaction of teachers becomes a heated issue in the educational sector as well as creating a motivational environment for those key staff of schools, facilitating and upgrading the teaching learning environment, promoting the academic climate for teachers and students. Therefore, it is good to know for the schools which factors have a great impact on the school climate to upgrade teachers' contentment level in order to encourage the continuation of their possession at their schools. Optimum performance in their fields. Hence this study will focus on 1) condition of facilities, 2) academic climate, 3) colleague support, and 4) principal leadership as the characteristics.

In literature, different studies have been carried out in Myanmar regarding job satisfaction of teachers in some schools such as private education foundation and private boarding school and private high schools in one state in Myanmar but few researches have been found in private pre and primary schools. After accomplishing this research, the result will be beneficial for the private schools with a contribution of teachers' perception of the schools where they work and how the school climate determines their job satisfaction. With the aid of this result, the private schools in Myanmar will focus similarly on the school climate to maintain the recruitment of teachers as a principal human resource. In addition, the private schools will get support in managing the strategies and plans to improve their school environment for their teachers.

The key findings of the research will benefit the school leaders of the private primary schools where research will be carried out by providing a warm and healthy school environment to promote the well-being of teachers. Furthermore, the teachers will share the profit in such a way that the school principal and administrative team will be upgrading the dissatisfied areas that they have

responded to as a close questionnaire to satisfied ones.

This paper will be helpful for further studies in Myanmar in terms of supporting the other influences of school atmosphere which affect teachers' job satisfaction and it is hoped that the researchers will be able to apply the questionnaires and this research would be able to involve in analysis of teachers' job satisfaction of private schools

2. Literature Review

In education, there has been an emerging role of private schools in Myanmar since 1990 and the contributions of teachers as well as their job satisfaction are becoming an absorbing area for researchers. Factors influencing the work contentment of teachers are the area of interest for scientists and varieties of studies have been carried out in this area. Here, four components of the school climate are the condition of facilities, academic climate, colleague support and the principal leadership.

2.1 School Climate

The school climate has been the center of interest for a great number of researchers and varieties of analysis have undertaken to determine the components of school climate depending upon the type of the school. Hence, the concept of school climate had different descriptions. You et al. (2017) has measured school climate in five variables which are condition of facilities, teachers' perception of academic climate, support from colleagues, supportive principal leadership and participation in decision making. Otrebski (2022) has assessed the school climate differently in the study, namely the correlation between organizational school climate and teacher job satisfaction in all levels of education in Poland. The author used the Organizational Climate Questionnaire by Litwin and Stringer. In that study, the organizational climate focuses on flexibility, accountability, standards, rewards, clarity and team management. The results clearly suggested that the teachers' perception of the organizational climate is a strong predictor of their job satisfaction and work-related emotions. A positive climate is associated with high satisfaction and good emotions (enthusiasm and comfort) while a negative climate co-occurs with low satisfaction and bad emotions (anxiety and depression).

The reason why school climate is the key for teachers' job satisfaction is supported by one research finding. Understanding the work environment became essential to the study of job satisfaction and the correlation between school climate and environment was essential in determining job contentment within preschools (Rapti, 2013). Similarly, Kauhanen and Nätti (2015) observed that when the work environment, physical dimensions, or internal conditions were improved, there was a positive

employee response regarding job satisfaction, which translated to improved productivity of the organization. Furthermore, Ross (2019) stated that the school climate is the one which has been designed to incorporate conducive working hours, favorable workload, fairness, and appropriate promotion strategies. School climate included various elements that impacted interaction with colleagues, the motivation of the students about their conduct, and the availability of school resources. Ross (2019) has carried out the different dimensions of school climate which influence job satisfaction of preschool teachers and the outcome showed that there was a significant relationship between school climate and four dimensions which are professional teacher behavior, collegial leadership, achievement press and institutional vulnerability.

2.1.1 Condition of Facilities

School facilities are one of the basic educational requirements that must be maintained in terms of safety and quality (Ibrahim et al., 2016). The good condition of school buildings and components support the enhancement in teaching and learning progress in the school (Earthman, 2002; McKoy et al., 2008). School facilities' condition is evaluated by its performance to provide quality and satisfaction among the school community (Ibrahim et al., 2016). Physical environments cover infrastructure of the school building, classrooms, furniture and other interior, teacher's room, toilets, computer facilities, telephone, fax, communication and location of the schools etc. (Bilal, 2012, p. 104). Bilal (2012) recognized that only limited numbers of practitioners and researchers were focusing on the school facility and its relationship to the teaching/knowledge sharing process. The teachers ranked classroom furnishings, classroom equipment, and ambient features as most important environmental features (Bilal, 2012). The provision of adequate and appropriate working equipment and clean facilities are related to high job satisfaction. Physical environment is directly linked with job satisfaction. If one gets a positive physical environment, he or she may be satisfied with the job.

2.1.2 Academic Climate

Academic climate represents the extent to which the school is driven to achieve academic excellence, as reflected in its ability to maintain high teacher, student and parent standards and expectations, and academic press (Sweetland & Hoy, 2000). Sweetland and Hoy postulated that when teachers feel empowered through a positive academic climate, they may be more likely to believe their collective capacity as a faculty to foster changes that promote school performance. Indeed, empirical evidence suggests teachers' perceptions of their school's academic climate to relate positively to student achievement across different school settings (Hoy et al., 2006).

2.1.3 Colleague Support

A colleague is the one who works with the other and they both have the same professional goals, even though both of them hold different jobs, abilities and hierarchical positions. As a result, the term can refer to anyone in a group of individuals with whom you can collaborate. Hence, any support from principals, administrators, teachers, co-teachers and other staff is under the umbrella of colleague support. Bilal (2012) mentioned a high correlation of administrative style, relationship of the administrators, supportive co-workers, compensations, workload, and overall working conditions with teachers' performance and job satisfaction.

According to social interdependence theory, frequent cooperative activities with colleagues may lead to more giving and receiving of support at the workplace. Research findings indicate that colleague support serves as a resource for teachers and has a positive influence on their performance (Wolgast & Fischer, 2017). Furthermore, Etzion (1984) defined social support as an informal social network that provides individuals with expressions of emotional concern or empathy, practical assistance, informational support or appraisal (i.e. various types of social support). Workplace social support focuses on collaborative problem solving and sharing information, reappraising situations and obtaining advice from a variety of personnel such as colleagues, supervisors and managers (i.e., sources of social support).

The role of colleague support is pointed out by (Toropova et al., 2021). The researchers mentioned that working conditions of a social nature are more important to teachers than material ones. This certainly should not be interpreted as unimportance of well-maintained school premises, sufficient workspace, teaching and learning materials, but only as these factors having less weight compared to relations with students and colleagues.

Research shows that when educators feel supported by their administration, they report higher levels of commitment and more collegiality (Singh & Billingsley, 1998). Similarly, schools where educators openly communicate with one another, feel supported by their peers and administration, and establish strong student-educator relationships tend to have better student academic and behavioral outcomes (Brown & Medway, 2007). Furthermore, a positive school climate also has benefits for teachers and education support professionals (Bradshaw et al., 2010).

2.1.4 Principal Leadership

Since the principal leadership behavior is one of the positive factors that have a direct relationship with job satisfaction, considerable research has been carried out on the influence and impact of leadership behavior on job

satisfaction (Hui et al., 2013). They have conducted a case study in randomly chosen primary, secondary, and tertiary schools in the Chinese education system in China and they have received 210 responses. They proved that the principal's leadership style and teachers' job satisfaction are significantly and positively related to each other.

Marshall (2015) has mentioned that the leaders are expected to lead schools through the challenges posed by an increasingly complex environment, curriculum standards, programmatic requirements, and other policy directives from many sources that generate complicated and unpredictable requirements for schools. At the same time principals are also expected to function in the capacity of human resource manager and ensure that his/her members of staff are sufficiently motivated and satisfied to assist in the realization of school wide goals. With such a sound background, the author has carried out the research on principal leadership style and teacher satisfaction among a sample of secondary school teachers in Barbados and the result showed that there was a significant correlation between the dependent variable of teacher satisfaction and principal leadership style as measured by planning, decision making, communicating, organizing, professional support, and evaluating.

Principal leadership style has been studied by Linn and Vinitwatanakhun (2018) at one Basic Education Middle School in Yangon, Myanmar. The overall result of correlation between teachers' perception towards the principal's leadership style and their job satisfaction was moderately positive. That study focused on nine areas (Transformational and Transactional) including idealized influence, idealized behaviors, inspirational motivation, intellectual stimulation, individual consideration, contingency reward, management by exception (Active), management of exception (Passive) and Laissez Faire. As a result, for each nine variables, transformational leadership style variables, idealized attributes, idealized behaviors, inspirational motivation, intellectual stimulation, and individual consideration were all significant and showed a positive moderate correlation with teachers' job satisfaction.

2.2 Teachers' Job Satisfaction

Teaching satisfaction is a function of the perceived relation between what one wants from one's job and what one perceives teaching as offering or entailing. This is the product resulting from attitudinal and affective responses of teachers (Ho & Au, 2006). It is expected that a school which has teachers with high levels of job satisfaction gives qualified education and brings up successful students. Teachers with high job satisfaction can obtain very important gains by means of balanced work in a triangle in

which are administrators, students and parents. Low teaching satisfaction is expected to correlate with the outcomes of work stress, that is, psychological distress and low self-esteem (Ho & Au, 2006). The after-effect of chronic stress is burnout (Cunningham, 1983). Teachers under stress experience feelings of exhaustion, irritability, tension, and headache frequently (Dunham, 1984).

In addition, Sharma and Jyoti (2006) defined job satisfaction as an affective reaction to an individual's work situation and have been described as a positive emotional response resulting from appraisal of one's job. They stated that understanding job contentment of teachers who are the cornerstone of the educational system is the important step in developing the high-quality faculty and recruitment of the largest human capital resources in the school system. Satisfaction with teaching as a career, not merely as a job, is an important policy issue since it is associated with teacher effectiveness, which ultimately affects student achievement. Thus, understanding the factors that contribute to teacher satisfaction is essential to improving the information needed to support a successful academic institution.

You et al. (2017) have examined factors affecting teacher job satisfaction by analyzing how teachers' individual level variables and their school culture affected the degree of their job satisfaction, in a nationwide educational data set of middle school teachers in Korea. The inter-correlations among the variables showed that there were positive correlations among teacher job satisfaction and with all of the school-level traits that make up the school culture which are condition of facilities, academic climate, colleague support, principal leadership and participation in decision making. The analysis indicated that teachers' perceptions of their school's culture were positively related to their job satisfaction.

One interesting paper pointed out the dissimilarity of job satisfaction among private and primary school teachers. The findings of the study indicate that differences do exist between job contentment levels of public-school teachers and of teachers who transferred to private education institutions from public schools due to retirement or resignation. The main factors that caused the differences were salary, social ranking, reputation, and improvement, ability to use skills, administrator- employee affairs, and creativity (Sonmezer & Eryaman, 2008).

Finally, schools with more satisfied teachers are more effective (Ostroff, 1992). Therefore it is certain that the teachers who heavily influence the school community, morale among staff and students, and the overall school climate are the key players in education and their job satisfaction is a necessity for both private and public schools.

2.3 Conceptual Framework

The conceptual framework is presented in figure 1.

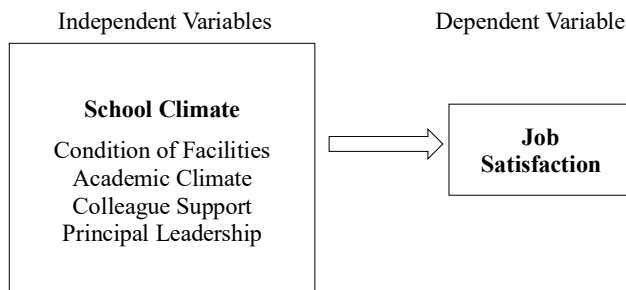


Figure 1: Conceptual Framework

3. Research Methods and Instruments

3.1 Research Design

This research is a quantitative research using the 5-level Likert questionnaires as the research instrument to assess teachers' perceptions towards their school principal leadership style. The research used four domains of school climate as independent variables which are condition of facilities, academic climate, colleague support, principal leadership and teachers' job satisfaction as a dependent variable. Mean score was evaluated for each questionnaire item. Mean and standard deviation of school climate and teachers job satisfaction were determined. By using inferential statistics, a general linear model was applied for multiple linear regression analysis. It evaluated how well the school climate including facilities of the school, academic climate, colleague support, and principal leadership influences teachers' job satisfaction.

3.2 Population and Sample

3.2.1 Population Characteristics

The population of the research was teachers from private primary schools in Chanmyathazi township, Mandalay, Myanmar.

3.2.2 Sample Size

Forty five teachers from private primary schools in Chanmyathazi township, Mandalay, Myanmar were organized to participate in the research. The sample size is a representation of all teachers in the school selected. Thus, the sample size is sufficient for representing the school.

3.2.3 Sampling Techniques

The census sampling technique was applied since the researcher utilized all of the teachers from selected school.

3.3 Research Instruments

The research instrument in this study was the questionnaire as 5 Level Likert Scale ranging from strongly agrees to strongly disagree.

3.3.1 Questionnaire

The questionnaire consists of two parts. Part I is the school climate components - condition of facilities (9 items), academic climate (5 items), colleague support (7 items), principal leadership (9 items) and teachers' job satisfaction (6 items). The questionnaire of this study was adapted from You et al. (2017) and Noori (2023) to identify the school climate and Toropova et al. (2021) for teachers' job satisfaction. Questionnaire of You et al. (2017) particularly those regarding the condition of facilities have been modified into a positive sense as the original questionnaire has the sense of negativism. Part II is the respondents' demographic information, which included gender, age, education level, and income status.

3.4 Data Collection Procedures

After getting informed consent, the questionnaires were delivered to teachers via an accessible link for google forms in the Viber group. This was followed by in-person meetings at schools for explanation of questions on which the teachers have queries about the statements. The responses were collected via google forms. The participants were informed that their identities were not collected and the data were analyzed and reported as a group. Furthermore, the data were not shared with administrator or other people.

4. Data Analysis and Results

4.1 Demographic Information

The four factors included in the demographic section of the questionnaire are gender, age, education level, and income status. The following tables are the demographic profiles of respondents who participated in the survey.

Table 1: Demographic Data of the Current Studies

Factors	Description	Frequency	Percentage
Gender	Female	44	97.8%
	Male	1	2.2%
Age	18-25 Years	13	28.9%
	26-35 Years	28	62.2%

Factors	Description	Frequency	Percentage
Education Level	36-45 Years	3	6.7%
	46-60 Years	1	2.2%
	Diploma	4	8.8%
	Bachelor's Degree	28	62.2%
	Master's Degree	8	17.8%
Income Status	Other Certification	5	11.1%
	1.5 Lakhs – 2 Lakhs	13	28.9%
	2 Lakhs – 2.5 Lakhs	7	15.6%
	3 Lakhs – 4 Lakhs	6	13.3%
	More than 4 Lakhs	19	42.2%

Table 1 show the information about the demographic data of the current study, which consisted of 45 respondents. Female teachers where the majority of the respondents, while the aged ranged were between 26 and 35 years old which contributed to 62.2% of the total population. For the educational level of the teachers, most of the teachers earned bachelor's degree which was at the 62.2%. Approximately 42.2% reported that they earn more than 4 lakhs per month.

4.2 Descriptive Statistics of Variables

In this section, the descriptive statistics for all the independent variables which are condition of facilities, academic climate, colleague support and principal leadership and dependent variable which is job satisfaction of teachers from private primary schools in Chanmyathazi township, Mandalay, Myanmar are analyzed.

4.2.1 Arbitrary Level of Questionnaire

In this study, the 5 Level Likert Scale questionnaire (Agreement) was employed to collect private primary school teachers' attitudes toward each variable measured. In order to interpret the data obtained, the following arbitrary level is utilized to interpret the mean value for each variable.

Table 2: Arbitrary Level for Interpretation of Questionnaire Data (School Climate and Teachers' Job Satisfaction)

Agreement Level	Arbitrary Level	Interpretation	Score
Strongly Disagree	1.00 – 1.79	Very Low	1
Disagree	1.80 – 2.59	Low	2
Neutral	2.60 – 3.39	Medium	3
Agree	3.40 – 4.19	High	4
Strongly Agree	4.20 – 5.00	Very High	5

Source: Pimentel, J. L. (2010).

4.2.2 Descriptive Statistics of School Climate and Teachers' Job Satisfaction

Table 3: Mean and Standard Deviation of School Climate and Teachers' Job Satisfaction

Variables	Mean	S.D.	Interpretation
Condition of facilities	4.22	0.49	Very High
Academic Climate	4.61	0.58	Very High
Colleague Support	4.29	0.63	Very High
Principal Leadership	4.23	0.43	Very High
Job Satisfaction	4.51	0.40	Very High

Table 3 illustrates the mean and standard deviation. The table explains the teachers' perception towards the condition of facilities at private primary schools in Chanmyathazi township, Mandalay, Myanmar with the mean of 4.22, the academic climate with the mean score of 4.61, the colleague support with the mean score of 4.29 and the principal leadership with the mean score of 4.23 which indicated the very high level of agreement in all variables. The mean score of teachers' job satisfaction at private primary schools was 4.51 which were regarded as a very high level of their accordance. In summary, the analysis revealed that school climate (condition of facilities, academic climate, colleague support, principal leadership) and their job satisfaction's levels at the private primary schools in Chanmyathazi township, Mandalay, Myanmar were in the very high level of agreement.

Table 4: Descriptive Statistics of Condition of Facilities

Item statement	Mean	SD	Interpretation
School buildings are sufficient to be used.	4.49	0.815	Very High
Air-conditions and lights are working properly.	4.31	0.874	Very High
Number of classroom is enough.	4.49	0.787	Very High
Teaching materials such as textbooks and teaching aids are up to date.	4.47	0.694	Very High
There are enough computers in the classes.	3.71	0.944	High
Library has a variety of books to search for.	4.16	0.928	High
Multimedia teaching materials are enough.	4.18	0.886	High

Item statement	Mean	SD	Interpretation
Facilities to conduct learning are provided.	4.18	0.716	High
Facilities to conduct physical activities are provided.	4.02	0.783	High
Condition of Facilities	4.22	0.637	Very High

Table 4 shows the teachers' attitude towards the condition of facilities of private primary schools. The total mean was 4.22, which when compared to the arbitrary level represents that their agreement was very high. The highest level of agreement was noted on the facts that the school buildings are sufficient to be used (with a mean score of 4.49) as well as their opinion upon the air conditions and lights which are working properly (with a mean score of 4.31). The same is true for their comments upon the enough number of classrooms (with a mean score of 4.49). While their agreement was very high on the statements that teaching materials such as textbooks and teaching aids are up to date (with a mean score of 4.47), they agreed highly on the situation that there are enough computers in the classes (with a mean score of 3.71). Regarding their judgments over the remaining four factors, which are the library with varieties of books to search for, enough multimedia teaching materials, facilities to conduct learning, facilities to conduct physical activities, their agreement was high over those facts with a mean score of 4.16, 4.18, 4.18 and 4.02 respectively. Overall, the teachers' agreement was very high upon the condition of facilities of the private primary schools in Mandalay, Myanmar.

Table 5: Descriptive Statistics of Academic Climate

Item statement	Mean	SD	Interpretation
I am highly motivated by my colleagues.	4.49	0.626	Very High
I work with enthusiasm.	4.62	0.490	Very High
I am proud of the school.	4.51	0.695	Very High
I value students' honesty.	4.73	0.447	Very High
I value students' creativity.	4.69	0.514	Very High
Academic Climate	4.61	0.374	Very High

Table 5 shows the teachers' point of view towards the academic climate of private primary schools. The total mean was 4.61 which represents their consensus was very high. There was also a very high level of agreement upon motivation received from their colleagues (with a mean score of 4.49) while they were working at the private primary schools in Mandalay, Myanmar and their enthusiasm to work at those schools (with a mean score of 4.62). When their frame of mind over the remaining three

factors, which are whether they are proud of the school they attend, their value on students' honesty and students' creativity, were viewed, they agreed very highly over those components with a mean score of 4.51, 4.73 and 4.69 respectively. Generally, the teachers' perception towards the academic climate was very high level of agreement.

Table 6: Descriptive Statistics of Colleague Support

Item statement	Mean	SD	Interpretation
For school work, I can ask for help easily.	4.20	0.694	Very High
I share values and beliefs with colleagues.	4.29	0.661	Very High
The teachers at school work well together.	4.53	0.548	Very High
The stimulation I received from my colleagues is satisfying.	4.20	0.694	Very High
My colleagues are competent.	4.04	0.796	High
I get support from my colleagues.	4.33	0.707	Very High
I am happy to work with my current colleagues.	4.44	0.659	Very High
Colleague Support	4.29	0.488	Very High

Table 6 shows the responses towards the colleague support of private primary schools. The total mean was 4.29 which are in accordance with a very high level of agreement. When the responses for each statement of academic climate were reviewed, the teachers showed their very high level of agreement on the fact that they get help easily from their colleagues (with a mean score of 4.20) as well as on the element that they share their values and beliefs (with a mean score of 4.29). When their remarks on the statements of whether they are working well together at school and is it satisfactory on the stimulation that they received from the colleagues were asked, the responses were in a very high level of agreement with a mean score of 4.53 for the former and 4.20 for the latter. They agreed highly that their colleagues at school are competent (with a mean score of 4.04). When the questions were moved onto their thoughts on if they get support from their colleagues and whether they are happy to work with their current colleagues, they replied that they admitted that they agreed very highly on those queries with a mean score of 4.33 and 4.44 for each.

Table 7: Descriptive Statistics of Principal Leadership

Item statement	Mean	SD	Interpretation
Principal has a clear vision for future school development.	4.53	0.786	Very High
Principal listens to teachers' ideas.	4.38	0.614	Very High
Principal is clear with teachers' private versus professional lives.	4.27	0.751	Very High
Principal lets teachers know clearly the expectations for school work.	4.20	0.694	Very High
Principal makes efforts to adjust workload if it seems too much.	4.18	0.834	High
Principal holds meetings to facilitate inter-department communication.	4.11	0.647	High
Principal's assistance helps teachers get useful teaching materials in a timely manner.	4.20	0.757	Very High
Principal communicates feedback clearly.	4.18	0.777	High
Principal regularly checks on teachers	4.02	0.866	High
Principal Leadership	4.23	0.567	Very High

Table 7 shows the feedback of teachers towards the principal leadership of private primary schools. The total mean was 4.23 which are identical to the very high level of agreement. When individual facts for the principal leadership were analyzed, teachers agreed very highly that the principal has a clear vision for future school development (with a mean score of 4.53). Similarly, their views on if the principal listens to teachers' ideas, principal is clear with teachers' private versus professional lives, principal lets teachers know clearly the expectations for school work showed that they agreed very highly on those areas with a mean score of 4.38, 4.27 and 4.20 each. Likewise, they agreed with a high level on the statements whether the principal makes efforts to adjust the workload if it seems too much and the principal holds meetings to facilitate inter-department communication and their means scores are 4.18 and 4.11. In addition, they responded with a very high level of agreement on the component that the principal's assistance helps teachers get useful teaching materials in a timely manner (with a mean score of 4.20). When they were asked about whether the principal communicates feedback clearly and the principal regularly checks on teachers, their reactions were in high agreement with those questionnaires (with a mean score of 4.18 and 4.02 individually).

Table 8: Descriptive Statistics of Job Satisfaction

Item statement	Mean	SD	Interpretation
I am content with my profession as a teacher.	4.36	0.712	Very High
I am satisfied with being a teacher at this school.	4.38	0.684	Very High
I am enthusiastic about my job.	4.64	0.484	Very High
My work inspires me.	4.53	0.625	Very High
I am proud of the work I do.	4.69	0.514	Very High
I am going to continue teaching as long as I can.	4.47	0.726	Very High
Job Satisfaction	4.51	0.458	Very High

Table 8 shows the teachers' comments on their job satisfaction in private primary schools. The total mean was 4.51 which are in uniformity with the very high level of accordance. When each statement for this job satisfaction were critiqued, teachers agreed very highly with their profession as being a teacher (with a mean score of 4.36) as well as they agreed highly with being a teacher at the present school (with a mean score of 4.38). Likewise, they are also in a very high level of agreement on the matters that they are enthusiastic about their job (with a mean score of 4.64) and their work inspires them (with a mean score of 4.53). Interestingly, they agree highly on the fact that they are proud of the work they do (with a mean score of 4.69) and they are going to continue teaching as long as they can (with a mean score of 4.47).

4.3 Hypothesis Testing

A multiple linear regression analysis was conducted to test if independent variables; four competencies, which are condition of facilities (CF), academic climate (AC), colleague support (CS) and principal leadership (PL) have a significant influence on teachers' job satisfaction.

The hypothesis is stated as follows.

H₀: Condition of facilities, Academic climate, Colleague support and Principal leadership do not influence the teachers' job satisfaction.

H_a: Condition of facilities, Academic climate, Colleague support and Principal Leadership, influence the teachers' job satisfaction.

Table 9: Model Information

Estimate	Linear model fit by OLS
Call	Job Satisfaction ~ 1 + 'Condition of facilities' + 'Academic climate' + 'Colleague Support' + 'Principal's Leadership'
R-Squared	0.567
Adj. R-Squared	0.523

Table 9 depicts how well the linear model fits the observed data. The R-squared value result is 0.567 (56.7%), while adjusted R-squared value is 0.523 (52.3%). The current research R Squared value proves that the General Linear model is well fitted to the observed data.

Table 10: ANOVA Omnibus Tests

	SS	df	F	p	η^2p
Model	5.237	4	13.072	<.001	0.567
Condition of Facilities	0.086	1	0.861	0.359	0.021
Academic Climate	2.154	1	21.509	<.001	0.350
Colleague Support	0.202	1	2.019	0.163	0.048
Principal Leadership	0.117	1	1.176	0.285	0.029
Residuals	4.006	40			
Total	9.244	44			

Table 10 illustrates the multiple linear regression models. It is showed that the linear combination of independent variable measures was statistically significant related to teachers' job satisfaction $F(4, 44) = 13.07$, $p = <.001$. The four variables combined relationship was .567 indicating that approximately 56.7% of the variance of teachers' job satisfaction can be accounted for by the linear combination of independent variables.

Table 11: Fixed Effects Parameter Estimates

Name	β	t	p
(Intercept)	0.000	95.614	<.001
Condition of Facilities	0.147	0.928	0.359
Academic Climate	0.704	4.638	<.001
Colleague Support	0.195	1.421	0.163
Principal Leadership	-0.222	-1.084	0.285

Table 11 demonstrates the relative strength of the influence of the independent variables on the dependent variable. According to the table, one of the independent variables which is academic climate had a statistically significant effect on the dependent variable. It accounted for 35% of the variance in the teachers' job satisfaction and it was found to be significantly related to teachers' job satisfaction ($p < .001$), with a Beta value of .704 or 70.4%. However, the test revealed that the condition of facilities ($\beta = 0.147$, $p = 0.359$) and colleague support ($\beta = 0.195$, $p = 0.163$) did not have a statistically significant effect on teachers' job satisfaction. Interestingly, principal leadership was inversely related to teachers' job satisfaction ($\beta = -0.222$, $p = 0.285$) in this study.

Therefore, this research justifies that all the four components of school climate (condition of facilities, academic climate, colleague support and principal leadership) influenced teachers' job satisfaction at private primary schools in Chanmyathazi Township, Mandalay, Myanmar. Thus, the null hypothesis is rejected.

The formula for the model of the independent variables towards teachers' job satisfaction is

$$\hat{Y} = 0.147 \text{Condition of Facilities} + 0.704 \text{Academic Climate} + 0.195 \text{Colleague Support} + (-0.222) \text{Principal Leadership}$$

5. Discussion and Conclusions

5.1 Answers to the Research Questions

5.1.1 Research Question 1

According to research question 1, the teachers' attitude towards the job satisfaction at their private primary schools in Chanmyathazi township, Mandalay, Myanmar was analyzed; it was very high with a mean score of 4.51. Differently, the degree of job satisfaction secured by private primary school teachers was moderate with a mean of 3.22 in a study including 470 teachers in Jammu city which was conducted by Sharma and Jyoti (2006).

The current finding is comparable with that found by Demirtas (2010). The results acquired from the teachers satisfaction survey which was applied for the purposes of determining the job satisfaction level of the teachers teaching in 10 primary schools in Elazig city, Turkey center illustrate that the job satisfaction level of the teachers was high (Demirtas, 2010). Hence, the job contentment level of teachers in these two studies was approximate to each other.

5.1.2 Research Question 2

In accord with the research question 2, the study confirmed that the school climate (condition of facilities, academic climate, colleague support, principal leadership) significantly influence job satisfaction of teachers from private primary schools in Chanmyathazi township, Mandalay, Myanmar with $F(4, 44) = 13.07$, $p < .001$. Among four independent variables, academic climate had a statistically significant effect on teachers' job satisfaction. It accounted for 35% of the variance in the teachers' job satisfaction ($p < .001$) with a Beta value of .704 or 70.4%. However, the test revealed that the condition of facilities ($\beta = 0.147$, $p = 0.359$) and colleague support ($\beta = 0.195$, $p = 0.163$) did not have a statistically significant effect on teachers' job satisfaction. It was found that the principal leadership was inversely related to teachers' job satisfaction ($\beta = -0.222$, $p = 0.285$) in this study.

The finding of the relationship between school climate and job satisfaction was supported by the result of study

conducted by You et al., (2017) in which the similar elements for school climate as the current study were statistically significant predictors on teachers' job satisfaction. Therefore the outcomes were comparable. Moreover, the academic climate was the strongest predictor ($\beta = 0.50$, $p < 0.05$) on outcomes in their research which was in agreement with the present study. However, the second and the third influential factors were colleague support ($\beta = 0.39$, $p < 0.05$), and principal leadership ($\beta = 0.05$, $p < 0.05$) in their investigation which were dissimilar to the immediate result. Specifically, their results were very instructive as the data was collected from a large nationally representative sample of 2908 teachers from 150 middle schools in Korea.

5.2 Discussion

5.2.1 School Climate

The results demonstrated that teachers' level of attitude towards school climate and job satisfaction were both very high. All the components of the school climate had a very high mean score whereas the mean score of condition of facilities was 4.22, academic climate was 4.61, colleague support was 4.29, principal leadership was 4.23, and teachers' job satisfaction was 4.51.

The similar study has been carried out by Treputtharat and Tayiam (2014) which was, "finding the relationship between the organizational climate affecting teachers' job satisfaction in primary schools, under the office of Khon Kaen primary educational service area 5". Overall the school climate affecting job satisfaction of teachers was at a "high" level with the use of the same research instrument with the current study. Considering each aspect, it was found that the aspect with the highest level of average value included: the success and the unity whereas the area with the lowest level of average value was the responsibility in their study.

Likewise, Sharma and Jyoti (2006) have carried out job satisfaction among private primary school teachers in aspects which are fairly similar to the present study with the use of a five point Likert scale for each variable. They focused on six sections: (a) principal's behavior, (b) society and colleagues' behavior, (c) work itself, (d) pay and rewards, (e) growth opportunities and recognition and (f) students' behavior and physical facilities. They have secured the maximum satisfaction (3.68) from the students' behavior and physical environment and the second satisfying factor was society and colleagues with a mean of 3.51. However, they were minimally satisfied from the pay and rewards dimension (2.43).

To correlate the findings of the current study with those of Dagli and Gençdal (2019), their outcomes have been analyzed. They have carried out the relationship between

physical conditions of school buildings and organizational commitment according to teachers' perceptions. In their study, the total scale score for teachers' perceptions for their school building was "partially adequate" by a 5 point Likert scale rated with options of (1) completely inadequate, (2) inadequate, (3) partially adequate, (4) adequate, (5) completely adequate. The finding is different from the present research as "partially adequate" is identical to "neutral". In the present study, the teachers' attitude towards the condition of facilities of the school was very high. The exception is that their research has been done at the public primary schools of Turkey and therefore the findings may not be perfectly comparable.

5.2.2 Job Satisfaction of Teachers

Regarding job satisfaction of teachers, the present study demonstrated the very high level of contentment with a mean score of 4.51. Likewise, Thu (2022) has conducted the influence between principal's transformational leadership and high school teachers' job satisfaction in Sittwe, northern part of Rakhine state, Myanmar. In that study, the level of teachers' job satisfaction had a mean score of 3.76, which was considered as the high level of agreement. In Spite of the study being conducted at high school, the current result is more or less comparable with that one because of the same country where both researches have been carried out.

When the study of Bozeman et al., (2013) was reviewed, they had conducted the prevalence of high school science teacher satisfaction with 14 different school conditions in one US state's high school. The findings showed that large proportions (greater than 90%) of science teachers are satisfied with occupational choice and a smaller proportion (less than 60%) of teachers indicated satisfaction with school support for laboratory facilities, or laboratory equipment. The areas of school conditions focused by that research were not as similar as the present one.

5.2.3 The influence of the school climate on teachers' job satisfaction

The current study concluded that the school climate significantly influenced job satisfaction of teachers from private primary schools in Chanmyathazi township, Mandalay, Myanmar among which academic climate had a statistically significant effect on teachers' job satisfaction. When the end result of the Treputharat and Tayiam (2014) was analyzed, the relationship between the organizational climates affecting teachers' job satisfaction in primary schools, in all of 10 factors, showed a significant positive relationship with correlation coefficient at .05 levels. In their study, the independent variables were 1) the organizational structure, 2) the responsibility, 3) the provided support, 4) the rewarding, 5) the warmth, 6) the leadership, 7) the work practice standard, 8) the unity, 9) the

success, and 10) the communication and cooperation. Despite the fact that the independent variables were not perfectly equivalent, the results were rather comparable with that of the present research.

5.3 Implications for Practice

For Principals and Administrators

It is advised that the principal and administrators of the private primary school comprehend the significance of the school climate and its impact on the job satisfaction of teachers. Based on this study, the academic climate is considerably high, and it is important for principals and administrators to acknowledge and enhance it by proposing encouraging activities such as training, workshops, courses for teachers' professional development which in turn promote their enthusiasm, motivate them to continue their profession with much confidence and their contributions towards students' achievements. Moreover, principals and administrators are responsible for building up a favorable working environment and inspiring teachers because other influential factors such as the condition of facilities support from colleagues and leadership of the school climate are needed as well. To conclude, if teachers are content with their work and satisfied, they are more likely to demonstrate effective commitment, resulting in greater academic accomplishments for students and overall improvements in the quality of the school.

For Teachers

The academic climate had a statistically significant effect on teachers' job satisfaction in this research pointing that a majority of teachers are motivated to have confidence in their collective ability as a faculty to bring about positive changes. Moreover, the condition of facilities, support from colleagues and effective leadership of the principal can all be integrated into their classroom instruction, teachers' interactions and mutual respect. Despite the fact that commitment and satisfaction of teachers may be impeded by some obstacles, the school is crucial to motivate their strong sense of dedication towards the school as admissible individuals.

5.4 Conclusion

This study was conducted at the private primary school in Chanmyathazi Township, Mandalay, Myanmar during the academic year of 2022- 2023. The research design was quantitative and surveyed all the full-time and part-time private primary school teachers. The population was 45 teachers, and 36 questionnaires were distributed via Google form. The forms all returned within 7 days with 100% responses. To conclude, the mean score of school climate (condition of facilities, academic climate, colleague support,

principal leadership) and teachers' job satisfaction were both high. The mean score of condition of facilities was 4.22, academic climate was 4.61, colleague support was 4.29, principal leadership was 4.23, and teachers' job satisfaction was 4.51. The study found that the school climate (condition of facilities, academic climate, colleague support, principal leadership) significantly influence job satisfaction of teachers in private primary schools in Chanmyathazi township, Mandalay, Myanmar. Among the independent variables, academic climate had the strongest influence, accounting for .343 or 34.3% with beta value of .704.

5.5 Recommendations for Future Research

This study took place within a short time frame with a purposive sampling in Chanmyathazi township, Mandalay, Myanmar.

It is expected that this research will support future researchers to employ quantitative methods in conducting similar observational studies or implementation studies to obtain more reliable and valid conclusive larger- scale outcomes. Moreover, it will provide useful information, statistical data, and theoretical frameworks to upcoming researchers in their investigations of school climate not only already stated factors but also those which have an impact on teachers' job satisfaction in private primary schools.

Therefore, it is recommended that future researchers explore alternative perspectives to get better outcomes when investigating the school climate which influences teachers' job satisfaction in other private primary schools in Myanmar.

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